![TREY - TAMPEREEN YLIOPPILASKUNTA / STUDENT UNION OF TAMPERE UNIVERSITY]

The Equality Plan of the Student Union of Tampere University

About the Equality Plan

This Equality Plan has been accepted by the Council of Representatives of the Student Union of Tampere University. This plan adds to TREY's Policy Paper, Language Principles and other steering documents. [The list of TREY's steering documents can be found here on TREY's website.](#) This Equality Plan stands from 2023 to 2025.

Equality is one of the key values guiding TREY's activities. We want our community to be one where every student can feel good and safe.

This plan mainly steers the operation of the student union. How TREY promotes equality in its activities and the organisations operating within its scope is defined in this plan. The plan sets advocacy goals that also concern Tampere University and society as a whole.

The Constitution of Finland states that everyone is equal before the law. In the sixth Section, chapter 2, concerning equality, the Constitution states that "No one shall, without an acceptable reason, be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person." In addition to what is mentioned in the Constitution, the Non-discrimination Act prohibits discrimination on the basis of nationality, political activity, trade union activity, family relationships and sexual orientation. The equality between the sexes and its promotion is specified in the Act on Equality between Women and Men, which also prohibits discrimination on the grounds of gender identity or gender expression.

23 The whole student union is responsible for the implementation of this plan, but most
24 of all the responsible parties are TREY's Board and personnel. The fulfilment of the
25 plan is followed up by equality surveys every three years. The primary responsibility
26 of producing these surveys lies with the equal opportunities Organiser of the Board,
27 whose assistant is the employee in charge of equality.

28 The Equality Plan includes mentions of numerous terms that you might want to
29 familiarise yourself with to achieve a wider understanding of the topic at hand. [The
30 definitions of the terms can all be found here on TREY's website.](#)

TREY

TREY's office

Objective: Equality is actively monitored and promoted in TREY.

Action: There is a Board member and an employee in charge of equality in TREY every year. The fulfilment of the Equality Plan is monitored and reported to the Council of Representatives.

Responsibility: Equality sector, main sector

Indicator: Board member in charge of equality (yes/no), employee in charge of equality (yes/no), Monitoring and reporting complete (yes/no)

Objective: The actors within TREY are acquainted with the Equality Plan and are aware of their responsibility in its fulfilment.

Action:

Equality training for TREY's Board is organised, and the sectors revise the plan and tailor it to their own activity in the beginning of each year. New employees receive training on matters of equality.

Every sector goes over the Equality Plan as part of their orientation.

Responsibility: Main sector, social affairs sector

Indicator: Numbers of trainings and their attendance.

51

Objective: TREY's Board and personnel and the Council, along with the bodies within them, are represented by people of different genders and backgrounds, and share the equivalent position with each other.

Action:

In order to represent our multifold membership as all-encompassing as possible, TREY's recruitment processes highlight that all applicants of different genders and different backgrounds are warmly welcomed.

Responsibility: Every sector

Indicator: Diversity is visible in TREY's activities (yes/no)

61

Objective: TREY's recruiting processes are equal to all.

Action:

When recruiting, all applicants are treated with the same equal, respectful attitude, and they are given enough information on the proceeding.

TREY's recruitment is anonymous whenever possible.

Feedback on recruiting is collected.

Responsibility: Main sector

Indicator: Feedback received

70

71 **Objective:** No-one can be discriminated against on the basis of opinion, political

72 views or activity. Affiliation with a political party or the lack of it are both respected as

73 equal choices.

74 **Action:**

75 TREY's operation is open for the whole membership regardless of their background.

76 Discrimination or inappropriate behaviour is intervened.

77 **Responsibility:** Every sector

78 **Indicator:** Feedback received

79

80 **Objective:** Giving feedback to TREY on equality matters is effortless.

81 **Action:**

82 TREY has an anonymous form for giving anonymous feedback directly.

83 **Responsibility:** Social affairs sector, harassment contact persons

84 **Indicator:** A form exists (yes/no).

85

86 ## Decision-making

87 **Objective:** The Executive Board's decision-making is open and equal to all.

88 **Action:**

89 Both the Council of Representatives and its members are informed of the decisions

90 made regularly and bilingually. The Council can see the agenda beforehand.

91 The Executive Board's meetings are well-prepared, and the decision-makers are

92 offered enough information.

93 **Responsibility:** Main sector, communications sector

94 **Indicator:** Information on decisions provided bilingually (yes/no)

95

96 **Objective:** The Council's decision-making and communication is open and equal to

97 all.

98 **Action:**

99 Preparation of documents and decisions is open and the whole Council can

100 participate in it.

101 Council members that do not speak Finnish are considered in the preparations and

102 are given the equal chance to comment.

103 **Responsibility:** Main sector, Council's chairpersons

104 **Indicator:** The Council has been included in the preparation of documents and

105 decision-making (yes/no), non-Finnish speaking representatives have been given

106 the chance to comment (yes/no), feedback received

107

108 **Objective:**

109 Application process for the Board is an open and equal process; all applicants are

110 respected.

111 **Action:**

112 The information policy of recruiting is open and done within each channel. Each

113   applicant is given the same opportunities to show their suitability for the task.

114   Feedback on applying for the Board is collected annually.

115   **Responsibility:** Main sector, Council of Representatives

116   **Indicator:** Information on the application process has been provided via various

117   channels (yes/no), feedback received.

118

119   **Objective:** Meeting practices of the Board and the Council are equal to all.

120   **Action:**

121   The Board and the Council are instructed on meeting practices at the beginning of

122   each new term.

123   Anonymous feedback on the practices can be given to the Council's chairperson

124   and the Secretary general. Keeping a record of speeches at the meetings, so that

125   equal opportunities for participation can be taken care of. A notice regarding

126   inequality will be given if necessary.

127   **Responsibility:** Main sector, Council's chairpersons

128   **Indicator:** The Board and Council have received training on meeting practices

129   (yes/no), opportunity to give anonymous feedback (yes/no), a record kept of

130   speeches (yes/no)

131

132   Accessibility

133   **Objective:** Accessibility and reachability are taken into consideration at TREY's office.

134	**Action:**
135	Office events, trainings etc. are organised in accessible premises when necessary.
136	Special diets are taken into account at office events.
137	Announcements are made available to everybody.
138	TREY's actives use understandable standard language which does not discriminate
139	against less experienced actives.
140	**Responsibility:** Every sector
141	**Indicator:** Events organised in accessible premises when necessary (yes/no), special
142	diets taken into account (yes/no), announcements made accessibly and via multiple
143	channels (yes/no)
144	
145	**Objective:**
146	TREY's communication is accessible.
147	**Action:**
148	The accessibility of both content and technology is taken into account in TREY's
149	communication and on its website.
150	The language used to communicate is clear standard language and takes the
151	diversity of the students into account.
152	TREY's website meets the WCAG-2.1 criteria.
153	The videos published on TREY's communication channels are subtitled if they include
154	speech.

155 Communication takes place on multiple channels, via social media and mailing lists

156 alike.

157 TREY's communication is bilingual.

158 TREY's office receives training on accessibility, and there is a chapter on accessibility

159 in TREY's communication plan.

160 **Responsibility:** Communications sector, all sectors

161 **Indicator:** accessibility of the website taken into account (yes/no), the website meets

162 the WCAG-2.1 criteria (yes/no), the videos are subtitled (yes/no), communication is

163 bilingual (yes/no), accessibility training organised for TREY's office (yes/no)

164

Harassment. discrimination, bullying and inappropriate treatment

165
166

167 **Objective:** TREY's activities are free of harassment and discrimination.

168 **Action:**

169 All kinds of inappropriate treatment are interfered with by approaching the persons

170 concerned. Instructions for giving feedback and raising an issue are made for the

171 office.

172 There will be a survey about equality for the office each year.

173 Harassment contact persons and stewards will be trained for their tasks.

174 The office has instructions on how to intervene in inappropriate behaviour.

175 **Responsibility:** Harassment contact persons, stewards, social affairs sector

176 **Indicator:** Instructions for raising an issue made for the office (yes/no), an equality

177 survey carried out in the office (number and percentage of responses), actives

178 trained (yes/no), instructions on intervening in inappropriate behaviour gone through

179 during the training (yes/no)

180

181 ## Events organised by TREY

182 **Objective:** TREY's events are accessible and reachable

183 **Action:**

184 TREY's events are held in accessible premises, and information on accessibility is

185 provided. TREY's events are always free of charge or as reasonably priced as

186 possible. Communication regarding events is clear and carried out via the

187 appropriate channels.

188 Representation of the different campuses is desirable in the organisation of events

189 open to members of the Student Union.

190 **Responsibility:** Main sector

191 **Indicator:** Events organised in accessible premises (yes/no), proportion of free

192 events held by TREY (%)

193

194 **Objective:** The principles for safer spaces are followed at TREY's events

195 **Action:**

196 TREY has principles for safer spaces which are updated if necessary. The principles

197 are followed at TREY's events, and information on them is provided in connection

198   with the events. The principles for safer spaces are always available to the members.

199   **Responsibility:** Event sector, social affairs sector

200   **Indicator:** There are principles for safer spaces (yes/no), information on the

201   principles for safer spaces provided in connection with the events (yes/no), the

202   principles for safer spaces are available (yes/no)

203

204   **Objective:** Harassment and inappropriate treatment is intervened in at TREY's events

205   **Action:**

206   A harassment contact is on call at TREY's large events. The harassment contacts are

207   named alongside information on the events.

208   **Responsibility:** Event sector, harassment contacts

209   **Indicator:** A harassment contact on call at large events (yes/no), information on

210   harassment contacts provided alongside the events (yes/no)

211

212   **Objective:** Special diets are taken into account at the Student Union's events.

213   **Action:**

214   Special diets are inquired in event registration, and participants are offered options

215   that suit their diet. Special diets are marked clearly, so that it is easy to find suitable

216   dietary options. The most common special diets are taken into account by default.

217   **Responsibility:** Event sector

218   **Indicator:** Special diets considered (yes/no), feedback received

219

220   **Objective:** Attendees of TREY's events are not pressured into using alcohol.

221   **Action:**

222   Each student union event has alcohol-free alternatives, too.

223   TREY organises alcohol-free events as well as supports the organisations in doing so.

224   **Responsibility:** Event sector

225   **Indicator:** Number of fully alcohol-free events, feedback received

226

Associations and the student community

227
228

229

Equality work in associations and the student community

231   **Objective:** The student union supports the organisations and members in promoting
232   equality.

233   **Action:**

234   TREY organises an equality training at the beginning of the year at the Associations'
235   Kick-off. TREY also offers trainings with different themes throughout the year, and
236   they are open to all associations. TREY provides more trainings and individual
237   counselling if necessary.

238 The operators within the student union are easy to reach in equality matters.

239 TREY ensures that the materials regarding equality are easily available.

240 **Responsibility:** Social affairs sector, organisations sector

241 **Indicator:** Numbers of trainings and attendance, materials easily available (yes/no)

242

243 **Objective:** Associations operating within TREY take equality into account, and

244 equality work is encouraged and supported.

245 **Action:**

246 Equality work is taken into account in the motivational part of operational grants.

247 Operators deciding on operational grants have clear guidelines for the assessment

248 of equality in associations. The assessment criteria are also transparent to the

249 associations applying for an operational grant.

250 New and current associations with association status are required to fulfil the

251 equality project goals for organisations that have an invitation-based membership

252 system (the goals can be found on TREY's website here).

253 Associations are offered trainings on equality every year. Material on equality can

254 also be found on TREY's website and in the material data bank.

255 **Responsibility:** Association sector, social affairs sector

256 **Indicator:** Number of trainings, equality is part of the operational grants (yes/no),

257 average points associations have received in the equality section of operational

258 grants, clear guidelines for operational grants (yes/no)

259

260   **Objective:** Every campus is taken into account in the activities aimed at the

261   associations and members.

262   **Action:**

263   Trainings, events and activities are organised as diversely as possible on different

264   campuses. Information on TREY's activities and events is provided on every campus.

265   **Responsibility:** Every sector

266   **Indicator:** Amount of activities organised on different campuses (number of events)

267

268

269   **Objective:** The multilingualism and multiculturalism of the student community is

270   taken into account and respected in all activities.

271   **Action:**

272   Communication is bilingual. Each published text is translated within the same

273   schedule with the original text.

274   Associations are encouraged to organise bilingual events, and they are given advice

275   on how to make them happen in practice.

276   TREY organises bilingual events.

277   The diversity of students shows in TREY's communications.

278   Acknowledging other cultures' specials days and the possibility of communicating

279   about them in other languages.

280   **Responsibility:** Communications, events, international and social affairs sector

281   **Indicator:** Bilingualism implemented in communication without exception (yes/no),

282   number of truly bilingual events

283

284   **Objective:** Variety in students' situation of life is considered in all activities and

285   events.

286   **Action:**

287   TREY organises versatile activities at different hours and encourages the

288   organisations to do so, too.

289   Child-friendly events are organised.

290   **Responsibility:** Social affairs sector, events sector, organisational sector

291   **Indicator:** Events held at different times (yes/no), feedback received

292

293   **Objective:** The threshold for participating in organisational activities is low.

294   Associations are visible in the University's premises.

295   **Action:**

296   Organisation operators are educated on how to organise open, accessible, low-

297   threshold activities. Organisation activities are communicated clearly in an

298   approachable manner and ordinary language so that the activities are easy to get

299   acquainted with.

300   TREY promotes opportunities for students to participate in organisational activities

301   as a part of their studies and encourages the University to invest in the

302   organisations.

303   TREY provides association actives with networking opportunities.

304   **Responsibility:** Organisational sector, communications sector

305   **Indicator:** Average points of operational grants, feedback received

306

307   ## Events and accessibility

308   **Objective:** The organisations' communication is accessible and equal to all.

309   **Action:**

310   Organisations are encouraged to have bilingual communication.

311   Organisations are trained in the principles of good communications and

312   acknowledging the diversity of students.

313   **Responsibility:** Communications sector, social affairs sector

314   **Indicator:** Observation of the associations' bilingual communications

315   (implemented/partially/not implemented)

316

317   **Objective:** Equality is taken into account at the associations' events, and they are

318   accessible and reachable.

319   **Action:**

320   Organisations seek to arrange their events in accessible places. Accessibility is

321   mentioned in the event description. Communication regarding events is clear and

322   carried out via the appropriate channels.

323   Associations are trained and guided so that there will be no pressure on anyone to

324 consume alcohol in any of the student community's events.

325 **Responsibility:** All sectors

326 **Indicator:** Information on accessibility provided in connection with the events

327 (yes/no), trainings held for associations (number and attendance)

328

Harassment. discrimination, bullying and inappropriate treatment

331 **Objective:** TREY supports students who have experienced harassment or

332 discrimination.

333 **Action:**

334 The harassment contact persons help students in cases of harassment or bullying.

335 The contact information of the harassment contact persons is easily accessible and

336 their services are mentioned in all information channels and events.

337 All tutors and association actives are aware of the harassment contact persons and

338 know how to contact them.

339 TREY provides training to associations' own harassment contact persons and

340 equality organisers.

341 **Responsibility:** Harassment contact persons, tutoring sector, organisational sector,

342 communications sector

343 **Indicator:** Harassment contacts named in connection with the events (yes/no),

344 number of responses

345

The University and society

348 **Accessibility**

349 **Objective:** The premises of Tampere University are accessible and reachable. In
350 addition to the mobility of disabled people, accessibility is also understood as taking
351 sensory defensiveness into account, for instance.

352 **Action:**

353 Ways of rendering the studying environments more accessible are sought in
354 collaboration with the University. Advocacy work for increasing the number of
355 gender-neutral lavatories and washrooms is conducted.

356 **Responsibility:** Campus development

357 **Indicator:** Rendering complete (yes/no), feedback received

359 **Objective:** The systems in use at Tampere University are as accessible as possible.

360 **Action:** Influencing both the University and the service providers on the accessibility
361 of the systems used by students and staff. Close cooperation with the University in
362 the process of developing the accessibility of the systems and communicating on it.
363 Collecting student feedback on the University's systems, their functionality and
364 accessibility and/or communicating actively on the University's corresponding
365 feedback surveys.

366 **Responsibility:** Educational affairs sector, communications sector

367 **Indicator:** Accessibility of the systems has been contributed to (yes/no), feedback

368 collected (yes/no)

369

Accessibility of education and support for studies

371 **Objective:** Education is accessible both at Tampere University and on a national

372 level.

373 **Action:**

374 Students are provided with information on both support services and special

375 arrangements of studies on the websites of Tampere University and TREY.

376 Flexible and multifaceted study formats at Tampere University are supported.

377 We influence the University's student admissions policies, as well as the accessibility

378 of student admissions.

379 We create structures of positive discrimination into student admissions.

380 **Responsibility:** Social affairs sector, educational affairs sector

381 **Indicator:** Feedback received

382

383 **Objective:** Problems with coping and mental health do not hinder studying.

384 **Action:**

385 TREY actively advocates for the fostering of students' mental health and ability to

386 cope on the levels of the state, the city, the University and FSHS.

387 **Responsibility:** Social affairs sector, educational affairs sector

388 **Indicator:** Results of national and local health surveys (for example The Finnish

389 Student Health and Wellbeing Survey (KOTT), the University's feedback surveys, OPY

390 surveys), feedback received

391

Decision-making

393 **Objective:** The University makes decisions that strengthen equality among students.

394 The University's operators know how to recognise different grounds for

395 discrimination and intervene in inappropriate behaviour. Students experience no

396 kind of discrimination during their students.

397 **Action:** TREY's operators actively promote themes of equality in the University's

398 influencing bodies, faculties, working groups and management meetings. We

399 contribute to the easy accessibility of guidelines and materials on equality, such as

400 intervening in discrimination and inappropriate treatment, for the University's

401 operators.

402 **Responsibility:** Every sector

403 **Indicator:** Amount of feedback regarding discriminating and inappropriate

404 treatment from the University's operators, accessibility of information in Intra

405 (yes/no)

406

Harassment, discrimination, byllying and inappropriate behavior

409 **Objective:**

410   Tampere University intervenes in cases of harassment and inappropriate treatment.

411   The University also has a strong role in the processing of harassment cases involving

412   students

413   **Action:**

414   We work cooperatively on clear processes for the University to handle students'

415   harassment cases. Information on sources of help and the harassment contacts of

416   both the University and TREY are easily available.

417   **Responsibility:** Social affairs sector, harassment contacts

418   **Indicator:** The University has clear processes for handling students' harassment

419   cases (yes/no), information on sources of help and the harassment contacts of both

420   the University and TREY are easily available (yes/no)

421

422   ## Society

423   **Objective:** TREY continues its advocacy work for making society yet more tolerant

424   and equal.

425   **Action:**

426   TREY highlights equality in public discussion and its statements.

427   TREY participates in campaigns that promote equality.

428   **Responsibility:** Social affairs sector

429   **Indicator:** Number of statements and campaigns regarding equality

430

431   **Objective:** Equality is at the core of SYL and OLL's activities.

432   **Action:**

433   Visibility of equality is guaranteed in both SYL and OLL's steering documents as well

434   as the General Assembly's materials are being commented.

435   **Responsibility:** Social affairs sector

436   **Indicator:** The Delegations to the SYL General Assembly consider themes of equality

437   as part of their advocacy (yes/no)

Assessing the realisation of the plan

The fulfilment of the agenda's objectives is checked annually alongside the semi-annual report. The main responsible party for observing the fulfilment of the objectives is the equal opportunities organiser of the Board and the employee in charge of equality. Other office personnel will offer their aid.

The achievement of the objectives in this plan is monitored with the indicators outlined alongside the objectives. The achievement of the objectives in this plan is monitored and reported to the Council of Representatives annually alongside the semi-annual report. A compact report of the fulfilment of the preceding plan is written every three years as the agenda is updated.